

Show Me Thy Face.  
 Show me Thy face—  
 A cheering beam  
 Of loveliness divine—  
 And I shall never think or dream  
 Of other love save Thine,  
 And lesser light will darken quite,  
 All lower glories wane—  
 The beautiful of earth will scarce  
 Seem beautiful again!

Show me Thy face—  
 The heaviest cross  
 Will then see a light to bear;  
 There will be gain in every loss,  
 And peace with every care,  
 With such light feet the years will fleet,  
 Life seems as brief as blest;  
 Till I have laid my burden down  
 And entered into rest.

Show me Thy face,  
 And I shall be  
 In heart and mind renewed  
 With wisdom, grace, and energy.  
 To work Thy work endued.  
 Shine through the veil, Immanuel,  
 Until, the veil removed,  
 In perfect glory I behold  
 The face that I have loved!

—Christian Advocate.

#### "How to Conduct the Primary Department in the Sabbath School."

Remarks by J. Z. Replogle before the "Monison Cove Union Sunday School Convention."

Bro. Chan. —It is altogether likely that on this question I may say some things that will not be endorsed by this convention. After the few remarks made last night upon another question I have been taught both publicly in this house, and by private visitation that after all, I may have been rather too radical. On this question of work to which I am exclusively confined in Sunday school, the probabilities are yet that I may be equally radical.

The question as stated however, allows me much room for moderation, as it only requires me to gain one way to conduct this department. If the question asked for the best way my duties were not quite so plain.

I suppose you all agree that in order to establish a Primary Department in the Sabbath school, three things are necessary; viz, the children, the apartment and the teachers. Now while it does not matter very much what kind of children we have, it does depend very much on the place and the teacher. We argue that it does not matter much as to the kind of children from the fact that you can change the children, and assimilate them to the school. Or in other words, if you happen to have all bad children you can generally make them better. If the Sunday school can not do this, then it is a failure. But the place, or the apartment, you can seldom change, neither can you change the teacher. I maintain the place in which to properly conduct the Primary Department should be separate and away from the main school. In some cases this can not be done. In that case they should be taken to one end of the room as far away as possible, with their backs toward the main school in order to obviate all attraction that may come from the other department. All who have had any experience in teaching little children know, that to hold the attention of small children even under the most favorable circumstances is not the easiest thing in the world.

I further maintain that in the building of churches the convenience of the Primary Department ought to be kept in view. If the Sunday school is the nursery of the church—and the fact is universally accepted—then the Primary Department, which is the fountain head of the Sunday school ought to be well looked after. The Primary Department, is the fountain head of all Sunday schools, because out of it are transferred the intermediate and advanced departments. Consequently we argue, that building committees ought not to overlook any convenience and comfort that they can afford this department. Again, I claim the teacher for this department, ought if possible be a female. You may talk about your elegant male teachers, but I want to say that the Almighty has endowed woman with the peculiar faculty for adapting herself to the wants and habits of the children,

nature has intended her to teach and control little children. I suppose this fact is not much disputed, and I shall therefore not dwell long on this point. Now then having all these the children, the apartments, and the teacher, what kind of exercises should we give them? This is a question that can not be answered specifically, and every teacher must be able to arrange her own exercises so as to suit the surrounding circumstances. The nature of the children and the various circumstances surrounding the school must be taken into consideration in formulating the program for this department. In order to give you an idea as to the kind of work we give them in our school we submit to you a program, not such a one as I could advise to be used upon every occasion, but simply a kind of a vehicle, around which or upon which can be framed any exercises that the teacher may see proper. It is understood of course, that during the devotional exercises the whole school remains in one body.

1. Immediately after withdrawing command perfect silence, by signal.
2. Repeating the Lord's prayer by one of the children, the teacher or the whole class in concert.
3. Marking attendance, while one of the children will aid you by distributing lesson cards, song books, etc.
4. Singing by the class—a few verses of a few songs only.
5. A drill on the lesson or on some other Bible topic lasting 20 or 30 minutes
6. Distributing papers, and taking up penny collection.
7. Return to main school.

Now this is simply an outline not a program that I could advise to have used at all times for I would not do so myself, children like variety and I would recommend a change not less than once in a month.

It must be remembered, however that the success of any and all Primary Departments does not depend alone on the exercises, neither does it depend on the attraction, of the place, nor yet on the teacher's work while in the school.

But I want to say that it depends as much on the teacher outside of the school as in the school. One day out of seven is absolutely insufficient to bring up successfully a class of little children, much depends on the teacher's deportment, and through the week, while following his daily avocations of life, he must not forget that he is the teacher of the little children with whom he comes in contact. Think of the children meeting their teacher through the week under the influence of liquor, and on Sunday teach the children a lesson on temperance, or using profane language and on Sunday have them recite the golden text, "Swear not at all," or defrauding his neighbor, and on Sunday teach them the "Golden rule," or if a lady, and the children see her attending the dance hall or other places of doubtful propriety, I tell it will never do. Children are apt to imitate and pattern, especially after their teacher, and any amount of labor and thought that he or she can bestow upon her class, will never reconcile these glaring inconsistencies.

#### Instruction.

The manner of instruction in the Primary Department should be as simple as possible. I would have them commit to memory a few verses containing some important truth in the lesson. It is sometimes impossible to teach them the whole lesson, but the prominent truth, ought to be indelibly stamped on their minds, and in no way can you do this so well as with the aid of the blackboard. I would advise all primary teachers who do not use the blackboard, the sooner they get one the better even if they think they can not draw. They can at least make marks, and crooked and straight lines. I would scarcely know how to get along without a board. I have great faith in object teaching, and would much rather use it than the inductive system for little children. Now in regard to questioning the children.

This is the point upon which I may be a little radical. I denounce the idea of the teacher depending on the lesson system to drill his class. The lesson leaf ought to be left at home in the family.

The lesson leaf is an elegant thing to aid the teacher in preparing his lesson, but he or she ought studiously avoid the habit of running over a lot of stereotyped questions set down by the international committee. In this way the lesson leaf has been much abused. The teacher ought so to prepare his lesson that he will be able to form his own questions.

Let me illustrate—Here is our choir, who have thus far furnished us with such elegant music. They will agree with me when I say that there is quite a difference between singing with the "Spirit and understanding" and singing mechanically. You know there are in use two systems of music, the *shaped note system* and the *round note system*. What brought about the round note system, was the fact that the people learned to sing a little by shape, and never would study the system. The round note system is much better because you are bound to know something of music before you can use it. Running over a piece of music by shape in a mechanical way, without knowing what you are doing is not music by any means. The same is true of the lesson leaf, when teachers refuse to study the lesson, because they have the questions set down on which they depend, without knowing anything about them. This abuse of the lesson leaf is not confined alone to the Primary Department but prevails in the advanced departments to an alarming extent.

In conclusion let me say to all primary teachers, make your own questions, in simple language and never answer any question yourself that you can by judicious questioning bring out of the children.

#### Small Things.

BY A. A. COBER.

A small thing—a supported ministry. A salaried ministry is only a support made sure, and then it sometimes is a failure. A salary generally means a support, and a support means no support.

Because the laity neglect to lay up the first day of the week as the Lord has prospered them, the ministers are censured for demanding a salary. Which is the greater evil, to neglect to support or to demand a salary? All ministers are not rich. Some are in debt. A mere support is inadequate for a man who is in debt. Such a man is in a dilemma. If he asks a salary he is censured. If he receives only a support, he is unable to pay his debts and is again censured for dishonesty. There is more truth than imagination in this.

It is a small thing for a man to profess religion and not to have any. The condemnation that was resting upon the church of Laodicea may be resting upon many a professor of religion. "I know thy works that thou art neither hot nor cold; I wish that thou wert cold or hot; so, then, because thou art lukewarm and neither cold nor hot, I will spue thee out of my mouth." There is many a lukewarm Christian. God would rather see a man zealous or entirely cold than to see him dragging along, simply being a member of the church and nothing more. This indifference is a cause of many remaining away from God. We cannot expect to have the world interested in religion if we are not ourselves. Let us be whole Christians. Christianity is somewhat like money, the more a man has of it the better he likes it.

Another small thing—to get mad whenever someone says or writes something that is not your own opinion. Some people become indignant when their views are crossed, as though it were sinning against the Holy Ghost. This is a free country, brethren.

#### The Mission Work.

How is it that the mission work is not pushed? I must say a little about it; does not the word of God teach us that the word should be preached to all nations? Why do we not as a church send out missionaries to preach the glad tidings of great joy to the lost sinners. I believe that there are many to be found as willing as the Eunuch was to accept Christ. Now what is in the way? Why there is not money enough in the fund to start this work. What is in the way that it can't get there? Self-denial. I mean all of us as a church, we can give of our living; if the poor widow gave all she had. Why can't we be a little more economical in our houses and on our tables and in expense for our bodies, and not decorate them with costly array, which is forbidden in the word of God which we claim is our guide? Oh do let us live up to our profession; let us show to the world or gain-sayers that we are sincere in worshiping a true and living God.

A SISTER.